

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

School Results

School: Oxford Elementary School

District: RSU 17/MSAD 17

Code: 1211-1542



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Grade Level Summary Report

School: Oxford Elementary School
 District: RSU 17/MSAD 17
 State: Maine
 Code: 1211-1542

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	77			254			13,870			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	75	75		248	248		13,494	13,500		97	97		98	98		97	97	
With an approved accommodation	17	17		54	56		2,483	2,493		23	23		22	23		18	18	
Current LEP Students	0	0		0	0		388	400		0	0		0	0		3	3	
With an approved accommodation	0	0		0	0		167	182								43	46	
IEP Students	14	14		45	45		2,222	2,217		19	19		18	18		16	16	
With an approved accommodation	10	11		37	38		1,852	1,854		71	79		82	84		83	84	
Students not tested in NECAP	2	2		6	6		376	370		3	3		2	2		3	3	
State Approved	2	2		5	5		288	284		100	100		83	83		77	77	
Alternate Assessment	1	1		4	4		254	257		50	50		80	80		88	90	
First Year LEP	0	0		0	0		9	0		0	0		0	0		3	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	1	1		1	1		25	27		50	50		20	20		9	10	
Other	0	0		1	1		88	86		0	0		17	17		23	23	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	77	2	0	75	12	16	44	59	15	20	4	5	647	248	22	50	21	6	647	13,494	17	55	20	8	647
MATH	77	2	0	75	11	15	32	43	17	23	15	20	642	248	16	48	19	17	643	13,500	22	43	17	18	644
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Reading Results

School: Oxford Elementary School
 District: RSU 17/MSAD 17
 State: Maine
 Code: 1211-1542

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

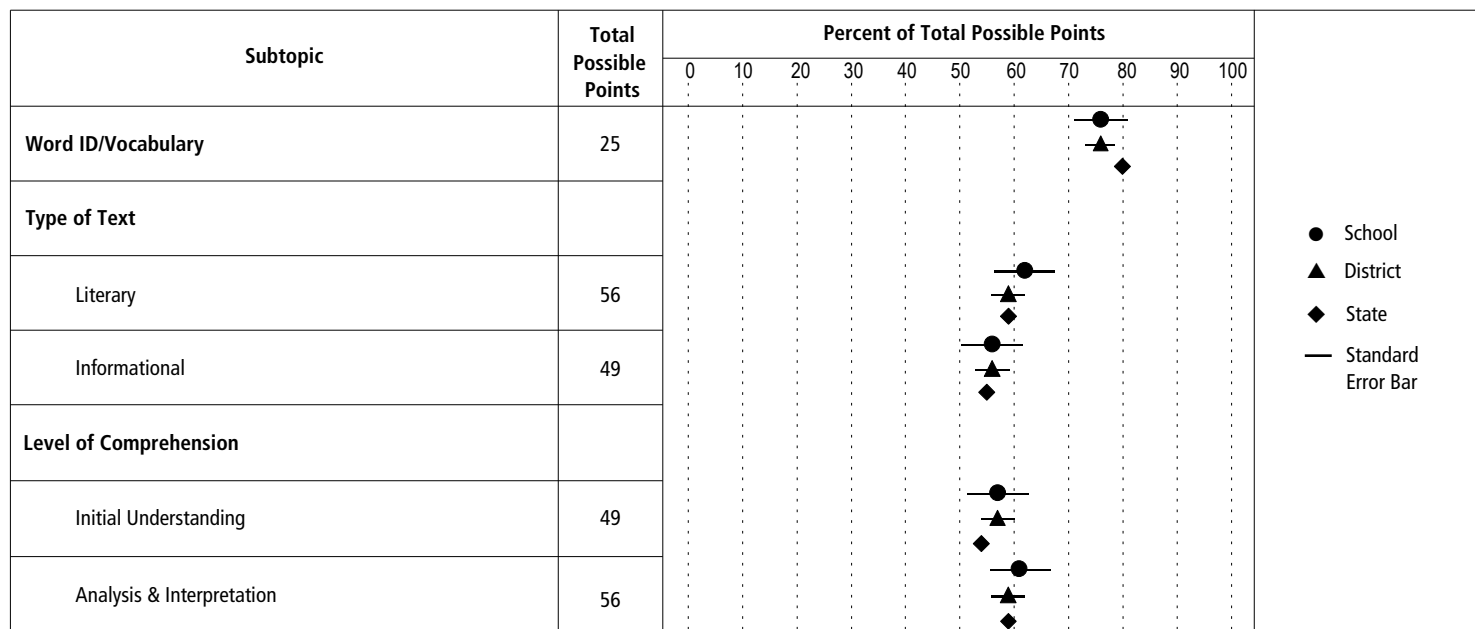
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	65	6	1	58	7	12	34	59	9	16	8	14	645
2010-11	80	7	0	73	2	3	52	71	15	21	4	5	645
2011-12	77	2	0	75	12	16	44	59	15	20	4	5	647
Cumulative Total	222	15	1	206	21	10	130	63	39	19	16	8	646
District													
2009-10	284	13	1	270	25	9	168	62	50	19	27	10	645
2010-11	256	9	0	247	24	10	159	64	44	18	20	8	645
2011-12	254	5	1	248	54	22	125	50	53	21	16	6	647
Cumulative Total	794	27	2	765	103	13	452	59	147	19	63	8	646
State													
2009-10	14,264	205	113	13,946	1,647	12	7,899	57	3,268	23	1,132	8	645
2010-11	14,037	273	105	13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12	13,870	288	88	13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
Cumulative Total	42,171	766	306	41,099	5,867	14	23,205	56	8,798	21	3,229	8	646





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Reading Results

School: Oxford Elementary School
 District: RSU 17/MSAD 17
 State: Maine
 Code: 1211-1542

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	77	2	0	75	12	16	44	59	15	20	4	5	647	248	22	50	21	6	647	13,494	17	55	20	8	647
Gender																									
Male	39	1	0	38	3	8	28	74	4	11	3	8	645	141	11	56	25	9	644	6,871	11	55	24	10	644
Female	38	1	0	37	9	24	16	43	11	30	1	3	649	107	36	43	17	4	651	6,623	24	54	17	5	649
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										3						189	13	54	20	13	645
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										3						102	18	44	27	11	644
Asian	0	0	0	0										2						204	25	49	17	9	649
Black or African American	1	0	0	1										4						391	7	40	25	27	638
Native Hawaiian or Pacific Islander	0	0	0	0										0						19	21	63	16	0	649
White	73	2	0	71	12	17	40	56	15	21	4	6	647	227	21	50	22	7	647	12,436	18	55	20	7	647
Two or more races	2	0	0	2										9						153	14	56	22	9	645
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						388	4	34	32	30	635
Former LEP student - monitoring year 1	0	0	0	0										0						38	26	74	0	0	655
Former LEP student - monitoring year 2	0	0	0	0										0						13	15	85	0	0	650
All Other Students	77	2	0	75	12	16	44	59	15	20	4	5	647	248	22	50	21	6	647	13,055	18	55	20	7	647
IEP																									
Students with an IEP	16	2	0	14	0	0	4	29	7	50	3	21	634	45	2	22	51	24	634	2,222	1	26	42	30	634
All Other Students	61	0	0	61	12	20	40	66	8	13	1	2	650	203	26	57	15	2	650	11,272	21	60	16	3	649
SES																									
Economically Disadvantaged Students	49	2	0	47	4	9	27	57	13	28	3	6	643	163	17	46	28	9	645	6,146	9	51	27	12	643
All Other Students	28	0	0	28	8	29	17	61	2	7	1	4	653	85	31	59	8	2	652	7,348	24	58	14	4	650
Migrant																									
Migrant Students	0	0	0	0										1						3					
All Other Students	77	2	0	75	12	16	44	59	15	20	4	5	647	247	21	51	21	6	647	13,491	17	55	20	8	647
Title I																									
Students Receiving Title I Services	71	2	0	69	11	16	41	59	14	20	3	4	647	75	17	57	20	5	647	2,374	6	48	35	12	641
All Other Students	6	0	0	6										173	24	47	22	7	647	11,120	20	56	17	7	648
504 Plan																									
Students with a 504 Plan	0	0	0	0										1						335	12	62	21	4	646
All Other Students	77	2	0	75	12	16	44	59	15	20	4	5	647	247	22	50	21	6	647	13,159	18	55	20	8	647

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Mathematics Results

School: Oxford Elementary School
 District: RSU 17/MSAD 17
 State: Maine
 Code: 1211-1542

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

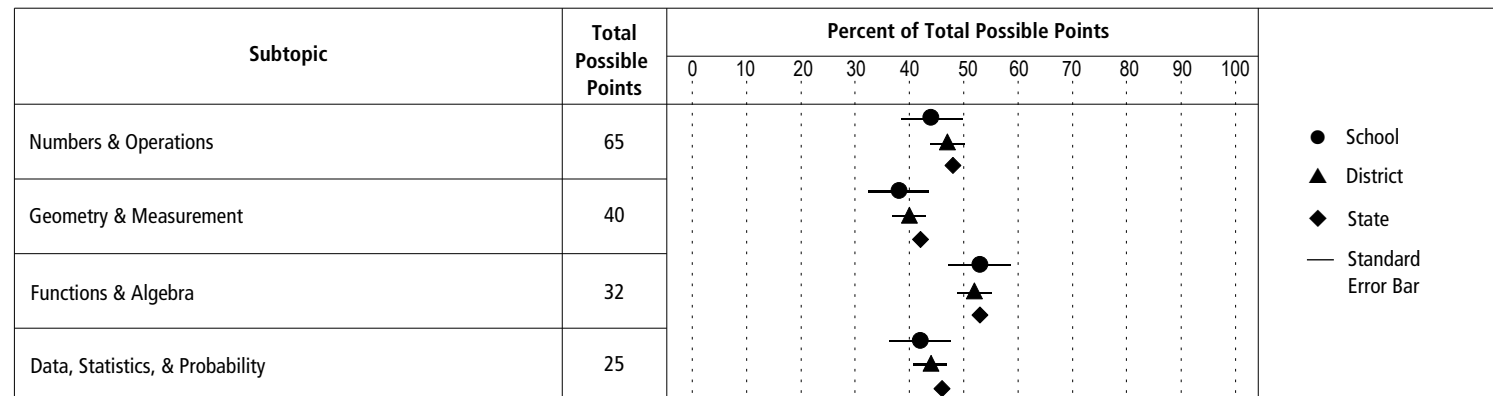
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	65	4	2	59	9	15	23	39	15	25	12	20	642
2010-11	80	7	0	73	15	21	28	38	20	27	10	14	643
2011-12	77	2	0	75	11	15	32	43	17	23	15	20	642
Cumulative Total	222	13	2	207	35	17	83	40	52	25	37	18	642
District													
2009-10	284	11	2	271	55	20	115	42	56	21	45	17	644
2010-11	256	9	1	246	48	20	116	47	46	19	36	15	644
2011-12	254	5	1	248	40	16	119	48	48	19	41	17	643
Cumulative Total	794	25	4	765	143	19	350	46	150	20	122	16	644
State													
2009-10	14,264	190	110	13,964	2,782	20	5,991	43	2,737	20	2,454	18	643
2010-11	14,037	212	120	13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12	13,870	284	86	13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
Cumulative Total	42,171	686	316	41,169	8,586	21	17,579	43	7,692	19	7,312	18	643





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Mathematics Results

School: Oxford Elementary School
 District: RSU 17/MSAD 17
 State: Maine
 Code: 1211-1542

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	77	2	0	75	11	15	32	43	17	23	15	20	642	248	16	48	19	17	643	13,500	22	43	17	18	644
Gender																									
Male	39	1	0	38	5	13	18	47	6	16	9	24	642	141	18	48	16	18	643	6,875	22	42	17	19	644
Female	38	1	0	37	6	16	14	38	11	30	6	16	642	107	14	49	23	14	643	6,625	21	44	18	18	644
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										3						188	13	38	24	24	640
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										3						102	12	40	23	25	640
Asian	0	0	0	0										2						206	30	44	12	15	647
Black or African American	1	0	0	1										4						399	5	29	20	46	634
Native Hawaiian or Pacific Islander	0	0	0	0										0						19	26	58	11	5	649
White	73	2	0	71	11	15	29	41	16	23	15	21	642	227	16	46	20	17	643	12,433	22	43	17	17	644
Two or more races	2	0	0	2										9						153	17	46	17	20	643
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						400	3	27	21	50	632
Former LEP student - monitoring year 1	0	0	0	0										0						38	37	58	5	0	653
Former LEP student - monitoring year 2	0	0	0	0										0						13	31	46	23	0	648
All Other Students	77	2	0	75	11	15	32	43	17	23	15	20	642	248	16	48	19	17	643	13,049	22	43	17	17	644
IEP																									
Students with an IEP	16	2	0	14	0	0	1	7	5	36	8	57	629	45	7	24	27	42	634	2,217	4	21	21	54	632
All Other Students	61	0	0	61	11	18	31	51	12	20	7	11	645	203	18	53	18	11	645	11,283	25	47	17	11	646
SES																									
Economically Disadvantaged Students	49	2	0	47	3	6	17	36	16	34	11	23	639	163	9	46	25	20	641	6,152	11	39	22	27	640
All Other Students	28	0	0	28	8	29	15	54	1	4	4	14	647	85	29	52	9	9	648	7,348	30	46	13	11	647
Migrant																									
Migrant Students	0	0	0	0										1						3					
All Other Students	77	2	0	75	11	15	32	43	17	23	15	20	642	247	16	48	19	17	643	13,497	22	43	17	18	644
Title I																									
Students Receiving Title I Services	71	2	0	69	11	16	29	42	15	22	14	20	642	75	16	41	24	19	642	2,376	5	34	28	33	637
All Other Students	6	0	0	6										173	16	51	17	16	644	11,124	25	45	15	15	645
504 Plan																									
Students with a 504 Plan	0	0	0	0										1						335	19	47	20	13	644
All Other Students	77	2	0	75	11	15	32	43	17	23	15	20	642	247	16	48	19	17	643	13,165	22	43	17	18	644

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.